

DOCUMENT RESUME

ED 157 941

TM 007 357

AUTHOR Sullivan, Arthur P.
 TITLE Measurement of Moral Judgment: Using Stimulus Pairs to Estimate Inter-stage Distances.
 PUB DATE [Mar 78]
 NOTE 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Appendices may be marginally legible
 AVAILABLE FROM Arthur P. Sullivan, 87 Ontario Avenue, Staten Island, New York 10301 (\$4.80)
 EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
 DESCRIPTORS Adolescents; Adults; *Attitude Tests; Conflict Resolution; *Developmental Stages; Ethics; Item Analysis; *Moral Development; *Moral Values; Scoring Formulas; *Semantic Differential; Social Attitudes; Spanish; Statistical Data; Test Items; Test Reliability
 IDENTIFIERS *Ethical Reasoning Scale; *Kohlberg (Lawrence); Sullivan (Arthur P)

ABSTRACT

Sullivan's Ethical Reasoning Scale contains three dilemmas with response pairs representing Kohlberg's stages of moral development. In Kohlberg's first three stages, goodness is equated with lack of punishment, usefulness, and approval, respectively. Good is seen as conformity to rule and ruler in stage four, and stage five comprises considerations of social contract, higher law, and God. In Sullivan's instrument, ordinal level responses to the dilemmas are used to determine between-stage distances and variability in these distances are used for comparing moral judgment trait levels. The stimuli in each test item represent two different stages, but not different behaviors. As a result, subjects must choose between reasonings, rather than courses of action, to resolve dilemmas. Test items in English and Spanish, a short form of the test, and scoring keys are appended. Research on stage sequence and relationship of trait level to age and sex of respondent is replicated on 1,100 subjects (aged 11-76) and summative scores are included. Item parameters, including difficulty, discriminating power, and generalizability are calculated. In addition, the instrument is discussed as a means for comparing group differences in moral judgment. Also included are instructions for administration and scoring of the test for individual and group settings.
 (Author/JAC)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED157941

Measurement of Moral Judgment: Using Stimulus
Pairs to Estimate Inter-stage Distances

Arthur P. Sullivan

Fordham University

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Arthur P.
Sullivan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Presented at the annual meeting of the
American Educational Research Association
Toronto, 1978
session 32.12

TM007 357

Abstract

Stimuli representing the stages of moral development as described by Kohlberg were administered in pairs to subjects. The ordinal level responses to these items are used to estimate between-stage distances. Variability in these distances is investigated as a basis for comparing moral judgment trait levels. Research on stage sequence and on relationship of trait level to age and sex of respondent is replicated on 1100 subjects. Summative scores are discussed and procedures detailed. Item parameters (difficulty, discriminating power, generalizability) are calculated. Items in English and Spanish, a short form, validity and reliability recapitulation, and norms are appended.

Measurement of Moral Judgment: Using Stimulus Pairs to Estimate Inter-Stage Distances

Kohlberg's (1958) definition of stages of moral development has enjoyed considerable research attention in the last two decades. Researchers had probed morality over the years using various methods with few consistent results (Pittel and Mendelsohn, 1966). The monumental study by Hartshorne and May (1930) made it apparent that counting "moral" behaviors and sampling "moral" knowledge had far less promise than research needs and expectations required. While focusing on moral judgment development as a cognitive development, which is central to Kohlberg's work, was not new (Sharp, 1898, for example), the approach had apparently come of age. Kohlberg's interview method of assessing the level of moral judgment development was rapidly accepted by many researchers of morality, and it continues to be used in almost its original format.

There have been a number of efforts to improve upon the Kohlberg interview method. Instruments like the one authored by Rest (Rest, Cooper, Coder, Masang, and Anderson, 1974) eased the administration and scoring burden attendant upon use of the Kohlberg interview method. In addition, efforts have been made to better specify the psychometric properties of the Kohlberg interview, some

of which remain in doubt even after 20 years of use (Kurtines and Greif, 1974). Lieberman's report at the AERA annual meeting in 1971 is a prime example of this.

This present paper was intended to assist in the work of improving measurement of moral development based on Kohlberg's stages, and addresses some of the measurement problems encountered by those researching the stage theory or using it as an evaluation model. Three points are covered in this presentation: First, selection of content and format for the measurement process is discussed, and an instrument is introduced. Second, the functional properties of this measure are reported: reliability, validity, and item parameters. A reliability coefficient and item parameters are estimated from a sample of 1107 persons, and validity is evidenced by a scaling procedure on the responses from the same group. Third, the use of this measure for counseling and research is discussed, and procedures detailed. Appendices contain reduced copy of the measure in English and Spanish, a short form, scoring keys and a form of answer sheet; copies suitable for use in testing are available from the author.

Content and Format of the Measure

Dilemmas

Preliminary assurance that measurement of the

same development in terms of the same stages as those defined by Kohlberg is being accomplished rests on the use of the same content. Three dilemmas were selected from among the nine used by Kohlberg in his dissertation (1958). These are the three Kohlberg distributed from Harvard in 1971 and called "Form A".

Stimuli

For each dilemma, separate stimuli were written for the two alternatives the dilemma proposed. These stimuli are reasonings, and each represents the focus of one of the stages. Stage one stimuli express primitive moral development, emphasizing the negative outcomes of behavior. These stimuli generally identify the good with the unpunished. Stage two stimuli are like those of stage one in attending to the specifics of the action under consideration and its immediate consequences, but show a more comprehensive view of both action and actor. The good in the stage two stimuli is often the useful. Stage three stimuli express development in judgment which is thought to be specifically human, containing elements of intentionality, role stereotypes, and ideal behavior modes. The good here is represented as the approved, i.e., good actions are those respectable people would perform or encourage. Stage four stimuli also express

the good, like stage three stimuli, in terms of conformity, but here the object of conformity has been abstracted to a body of law or an authority structure. In the stage four stimuli, good is conformity to rule and ruler, even at considerable personal expense, or when neither immediate reward is hoped nor immediate punishment feared. Stage five stimuli express autonomous responses, and incorporate issues previously grouped by Kohlberg into separate stages five and six. They are combined here because their distinctness and developmental order have not been amply demonstrated (Hogan, 1970, 1973). The judgmental perspective expressed in the stage five stimuli is an integration of understandings of social contract and higher law of nature or of God, and judgments of the good reflect considerations based in one or both of these.

Arrangement of the Stimuli

The stimuli associated with each dilemma were paired, and each pair is an item in the instrument. The stimuli in an item represent two different stages but not different behaviors. In this way, the subject is required to choose between reasonings, not between different courses of action to resolve the dilemma. This design is intended to operationalize Kohlberg's insight that moral development

is a cognitive development, which may not be reflected in differentiable behaviors.

Functional Properties of the Measure

Reliability

Cronbach's (1951) coefficient alpha was found to be .72 for the full 54 items administered to a sample of 1107 subjects. Since it has proven a good estimator of the reliability coefficients arrived at in a variety of ways as Nunnally (1967) indicates, it is reported here as a summary indicator of measurement error. It is worth noting that because alpha is a function of item difficulty, .72 is quite near the maximum possible alpha for this instrument which has an average item difficulty of .65. Table 1 presents a series of alpha coefficients for all possible 53-item collections to assist the reader in determining the relative contribution of each item to the reliability of the measure.

Validity

While the content of this instrument is clearly Kohlberg's, the format differs markedly from the interview procedure, and it remains to be demonstrated that this instrument provides measurement on the continuum of development mapped by Kohlberg's stages. The forced-choice,

TABLE 1

Mean, standard deviation, and coefficient alpha for full item
set and for each possible 53-item set.

Item No.	Mean (item deleted)	Std. Dev. (item deleted)	Alpha (item deleted)
1	35.48	5.98	.709
2	35.71	5.96	.711
3	35.79	5.92	.707
4	35.70	5.90	.704
5	35.86	5.88	.703
6	35.57	5.94	.707
7	35.50	5.94	.706
8	36.20	5.98	.712
9	35.73	5.87	.701
10	35.55	5.88	.701
11	35.64	5.90	.704
12	35.64	5.90	.704
13	35.75	5.92	.707
14	36.13	6.00	.714
15	36.11	5.95	.709
16	35.54	5.94	.707
17	35.54	5.91	.703
18	35.87	5.97	.713
19	35.57	5.91	.704
20	35.70	5.93	.708
21	35.76	5.91	.707
22	35.86	5.93	.708
23	35.79	5.92	.708
24	35.68	5.90	.704
25	35.85	6.02	.718
26	35.61	5.84	.697
27	35.61	5.87	.700
28	35.63	5.98	.712
29	35.65	5.87	.701
30	35.56	5.96	.709
31	34.83	5.88	.703
32	35.98	5.97	.713
33	35.75	5.90	.705
34	35.70	5.90	.704
35	35.52	5.95	.707
36	35.77	5.98	.713
37	35.66	5.89	.704
38	35.86	5.91	.707
39	35.73	5.91	.706
40	35.93	5.99	.715
41	35.58	5.88	.701

42	35.63	5.88	.701
43	35.72	5.87	.702
44	35.97	5.92	.707
45	35.57	5.97	.710
46	35.96	5.94	.710
47	35.89	5.86	.702
48	35.73	5.94	.710
49	35.73	5.85	.700
50	35.58	5.86	.699
51	35.76	5.89	.704
52	35.68	5.85	.699
53	35.79	5.98	.714
54	35.69	5.88	.703

.....

Full scale	36.39	6.01	.719
------------	-------	------	------

pair comparison items were designed to permit use of the equations of the Law of Comparative Judgment to derive an unidimensional scaling of the stages, as represented by the stimuli. Validity depends primarily on the ordinal level outcome of this scaling procedure. The 1-2-3-4-5 stage ordering is an untested theoretical basis for the Kohlberg interview procedure; if a scaling of the 59,778 responses made by the 1107 subjects results in a 1-2-3-4-5 stage ordering, a reasonable claim that this instrument operationalizes the Kohlberg theory can be made. For derivation of the equations of the Law of Comparative Judgment the reader is referred to Thurstone (1927, 1932), and for variations on their application to Guilford (1936), Torgerson (1967), or Nunnally (1967).

The stage comparison matrices generated by the scaling procedure are shown in Figures 1 and 2, and the details of the computation are reported elsewhere (Sullivan, Note 1). At the bottom of Figure 2, the scale values for the stages are shown to be .000 (arbitrary starting point for stage one), .245 (stage two), .628 (stage three), .690 (stage four), .717 (stage five). For validity considerations, it is sufficient to note that the stages scaled in 1-2-3-4-5 order. The null hypothesis which attributes this outcome

FIGURE 1

P-Matrix

	one	two	three	four	five
one	.500	.624	.738	.769	.722
two	.376	.500	.655	.657	.715
three	.262	.345	.500	.526	.545
four	.231	.343	.474	.500	.514
five	.278	.285	.455	.486	.500

FIGURE 2

X-Matrix

	one	two	three	four	five
one	.000	.316	.637	.736	.589
two	-.316	.000	.399	.404	.568
three	-.637	-.399	.000	.065	.113
four	-.736	-.404	-.065	.000	.035
five	-.589	-.568	-.113	-.035	.000
$\bar{x}$	-.456	-.211	.172	.234	.261
scale	.000	.245	.628	.690	.717

to chance is rejected beyond the .01 level, because five stages can be ordered 5!, or 120 ways; when all orderings are equally likely, the prescribed 1-2-3-4-5 ordering is expected to occur by chance only 1 in 120 times, a probability approximately equal to .008.

Item Parameters

Item difficulty (the higher stage stimulus of the two in an item is treated as the "correct" response) and discriminating power are shown in Table 2, and the items which are included in the short form are noted there, with their corresponding item number. Since stimuli for all five stages were written separately for each dilemma and each dilemma outcome, the possible unique stage comparisons are repeated four to six times each. Table 3 relates the items to the stage comparisons they represent.

Use of the Measure for Research and Counseling

Between-Stage Distances

Application of the equations of the Law of Comparative Judgment resulted in scale values for the stages which are shown in matrix-X (Figure 2) and depicted graphically in Figure 3. These scale values are interpreted as between-stage or inter-stage distances: each value is the interval scale magnitude of the distance between that

TABLE 2

Item difficulty and discriminating power.

Item No. (full)	Item No. (short)	N	Difficulty	Discrim ^a	Discrim ^b
1	1	1107	.91	.19	.22
2	2	1107	.68	.18	.13
3	3	1107	.60	.26	.22
4	4	1107	.69	.32	.28
5	5	1107	.53	.30	.25
6	-	1107	.82	-.13	-.25
7	7	1107	.89	.30	.33
8	-	1107	.19	.08	-.03
9	9	1107	.65	.37	.36
10	10	1107	.84	.36	.41
11	11	1107	.74	.28	.27
12	12	1107	.74	.29	.23
13	-	1107	.64	.23	.20
14	-	1107	.26	.07	-.06
15	-	1107	.28	.18	.05
16	6	1107	.85	.25	.27
17	8	1107	.85	.29	.35
18	18	1107	.52	.15	.10
19	19	1107	.82	.28	.24
20	20	1107	.69	.20	.15
21	-	1107	.62	.22	.19
22	-	1107	.53	.19	.18
23	23	1107	.60	.22	.14
24	24	1107	.71	.32	.23
25	-	1107	.54	.06	-.02
26	26	1107	.77	.44	.48
27	27	1107	.78	.38	.42
28	17	1107	.76	.15	.11
29	13	1107	.74	.36	.38
30	14	1107	.83	.19	.15
31	15	1107	.56	.30	.29
32	-	1107	.41	.13	.05
33	21	1107	.63	.26	.25
34	22	1107	.69	.30	.33
35	25	1107	.87	.23	.24
36	16	1107	.62	.14	.07
37	-	1107	.73	.28	.27
38	-	1107	.53	.22	.15
39	-	1107	.65	.23	.24
40	-	1107	.45	.10	.01
41	-	1107	.81	.36	.34

42	-	1107	.76	.38	.40
43	-	1107	.66	.32	.26
44	-	1107	.42	.26	.26
45	-	1107	.82	.16	.14
46	-	1107	.43	.18	.08
47	-	1107	.50	.32	.29
48	-	1107	.65	.17	.08
49	-	1107	.65	.35	.34
50	-	1107	.81	.39	.41
51	-	1107	.63	.32	.33
52	-	1107	.71	.41	.39
53	-	1107	.59	.09	.03
54	-	1107	.69	.32	.30

.....
 Absolute means

.65

.25

.23

^aItem to raw score correlation.

^bFirst factor loadings for principal axes factoring.

TABLE 3

Items Replicating the Ten Unique Stage Comparisons

Stage Comparisons	Items
one - two	34,37,40
one -three	3,6,27,35,48,52
one - four	10,17,29,30,43,54
one - five	5,9,19,26,41,42
two -three	2,16,18,28,38,53
two - four	1,7,23,36,46,47
two - five	4,12,20,24,49,50
three- four	11,25,32,44
three- five	13,15,21,31,51
four - five	8,14,22,33,39,45

FIGURE 3

16

Interval Distances Between the Stages



stage and stage one, the arbitrary starting point. As the scaling procedure indicated, between-stage distances seem to be partially a function of the definition of the stages. It would be expected, however, that the between-stage distances for different groups would vary somewhat from those reported here. An hypothesis test is required to determine whether this variance is purely sampling variance or whether groups differing in moral development can be distinguished by use of a test statistic.

Let us assume that we have tested two groups of persons, and have derived the between-stage distances for the groups separately by applying the Law of Comparative Judgment. If the groups do not differ in moral judgment, or if the between-stage distances do not reflect such differences, then the magnitudes calculated for stages two, three, four, and five for the two groups are just fallible scores estimating the true, constant, between-stage distances. Stage one magnitude is arbitrarily zero in each case and is not, therefore, considered.

The point-null or directional-null hypothesis expresses this possibility. If the null hypothesis is true, observed variation in between-stage distances between the two groups is error variation which is ordinarily assumed to be normally distributed. The observed between-stage distances for each stage are values of independent random variables. Letting m_i represent the true between-stage distance (in nature) for the i th stage ($i = 2, 3, 4, 5$), and s_i^2 represent the sampling variance, the two sets of observed between-stage distances can be standardized, and

$$\frac{\text{between-stage dist.}_i - m_i}{s_i}$$

$$s_i$$

Lieberman (1971) used data collected with the Kohlberg interview and calculated scale values for the stages from normal deviates of a function of item difficulty. Since the interview does not follow item format, he defined each whole dilemma as an item, and the stage rating for the subject on that dilemma as the response. Item difficulty was defined, for these multipoint items, as the cumulative percentage of ratings at or below each stage for each dilemma. This definition forced a monotonic sequencing of stage scale values, with two restrictive consequences. First, the stage order itself could not be a testable hypothesis, either for validity considerations, as herein, or for empirical testing of the theory. Second, variability of stage scale values between groups was truncated. Whether the lost variability would only accrue to the error term is moot.

Comparing groups relative to moral development either in the manner described above or in the manner used by Lieberman, while impractical for ordinary testing purposes, serves to establish a basis for such hypothesis testing grounded in the Kohlberg stages. The final section below discusses a more manageable procedure for ordinary research requirements.

Measuring the Individual

Administration. The reusable test booklet should be given to the client with an answer sheet. Directions on the title page should be read with the client, and guidance in the marking of the answer sheet given. Assurance can be given that answers are not right or wrong, and that interest centers on the client's opinion in each question. The importance of answering all questions should be stressed. There is no time limit, but experience indicates that 40 minutes is sufficient in almost all cases; most finish in 20 - 25 minutes.

Scoring. A scoring "key" appears in the appendix (Appendix D). The subject profile is a frequency polygon depicting the count of responses made by the client at each stage, without regard to whether it was the higher- or lower-stage alternative in the item. The "key" indicates which items and which responses contribute to each stage count.

The corrected reliability coefficients for these stage counts, based on the first testings done with the instrument ($N = 719$), are: stage one, $\alpha = .74$; stage two, $\alpha = .77$; stage three, $\alpha = .75$; stage four, $\alpha = .73$; stage five, $\alpha = .80$.

Validity considerations have been discussed above, but it should be noted here that the use of instruments of modest reliability in individual measurement places a specific responsibility on the therapist or counselor to modify the test results with his fuller experience of the individual.

Examples of profiles appear in Figures 4 - 9. The peak indicates the primary response stage. Frequency of response at other levels may also be of interest. Transition between stages may be indicated by adjacent peaks which share the bulk of the responses, as in Figure 6. These general indications may serve to illustrate the type of information to be gained from the profile.

Measuring Groups

Administration. Group administration procedure is the same as for individual testing, except that the researcher may permit the subjects to answer anonymously if he/she feels that this will improve the quality of the responses.

Scoring. A single quantity, called the raw score, is obtained by counting the number of responses in which the subject selected the higher stage alternative. The "key"

represents a value of one of the i random variables. The probability that the sum of the squares of y such values exceeds a certain constant is given in a chi-squared table for y degrees of freedom. Subtracting the between-stage differences for the two groups, stage by stage, before squaring results in the m_i canceling:

$$\frac{\begin{array}{cc} \text{group one} & \text{group two} \\ (\text{between stage dist.}_i - \text{between stage dist.}_i)^2 \end{array}}{s_i^2 + s_i^2} .$$

The sum of y such terms is also distributed as chi-squared on y degrees of freedom. The denominator was left in the form $s_i^2 + s_i^2$ because the sampling variance of the between-stage distances is estimated separately for each group, each stage. Either the method described by Thurstone (1932) or the one used by Lieberman (1971) can be applied, according to the researcher's point of view. Values can then be inserted from the separate scalings of the two groups, and the four terms, for stages two, three, four, and five as noted above, are summed. Whenever the sum exceeds the critical value of the chi-squared distribution for four degrees of freedom at the pre-selected significance level, the null hypothesis can be rejected. Group difference is then ordinarily inferred.

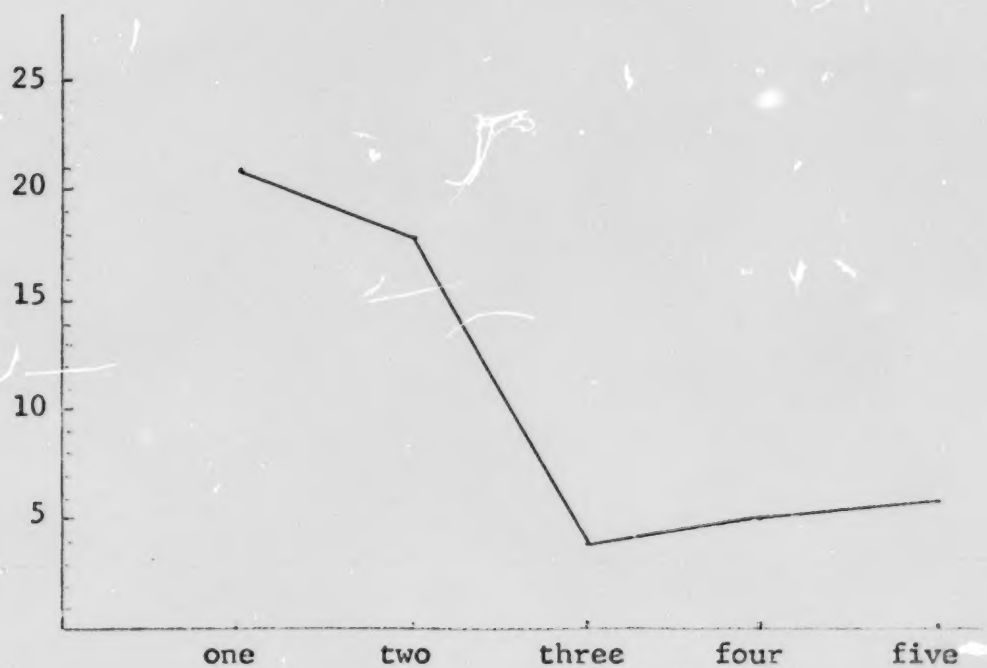


FIGURE 4. Primary response level at stage one.

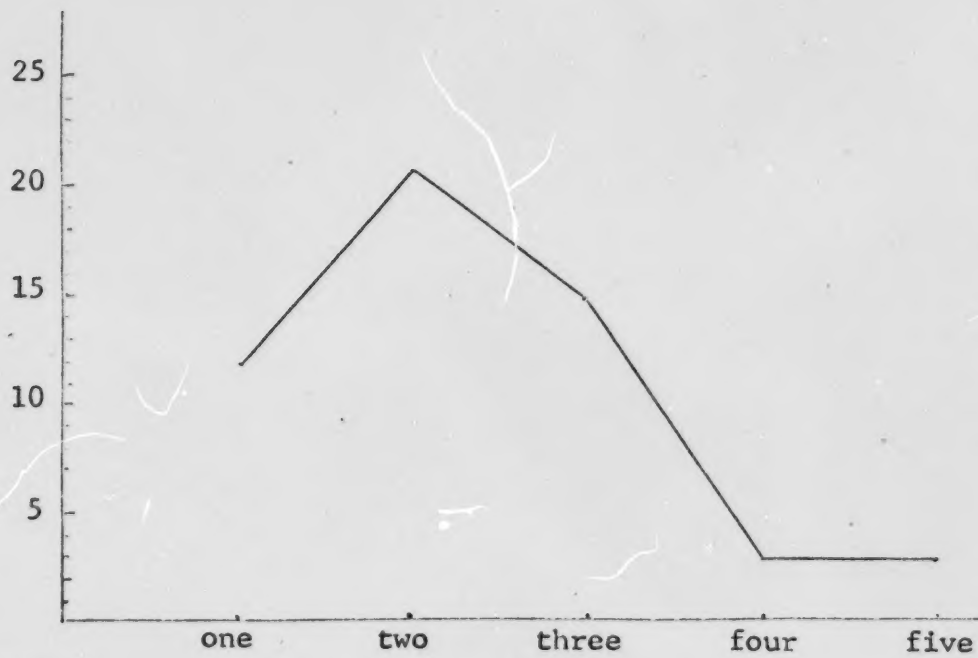


FIGURE 5. Primary response level at stage two.

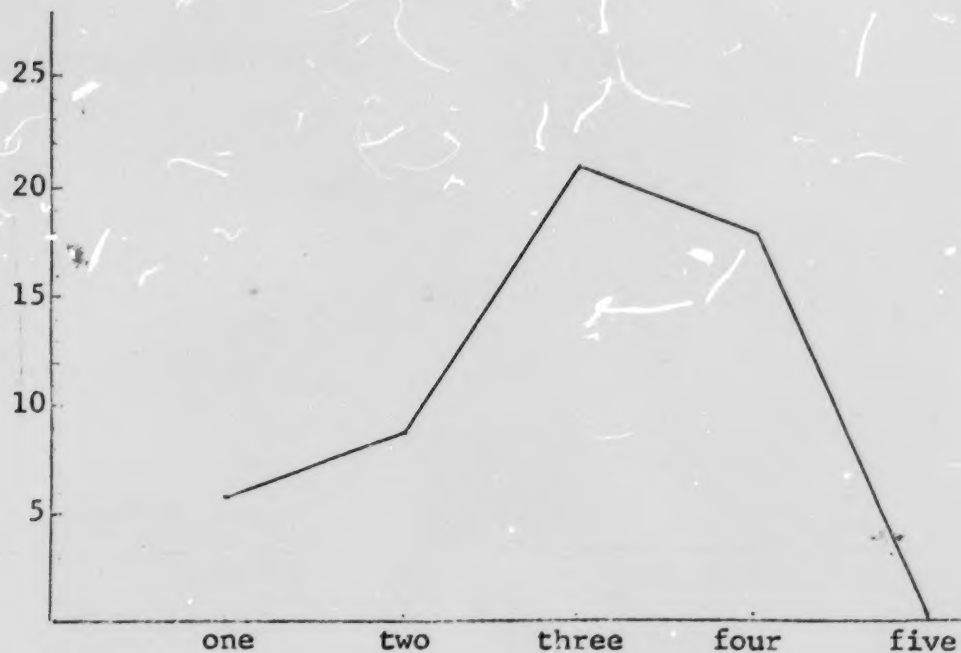


FIGURE 6. Primary response level at stage three.

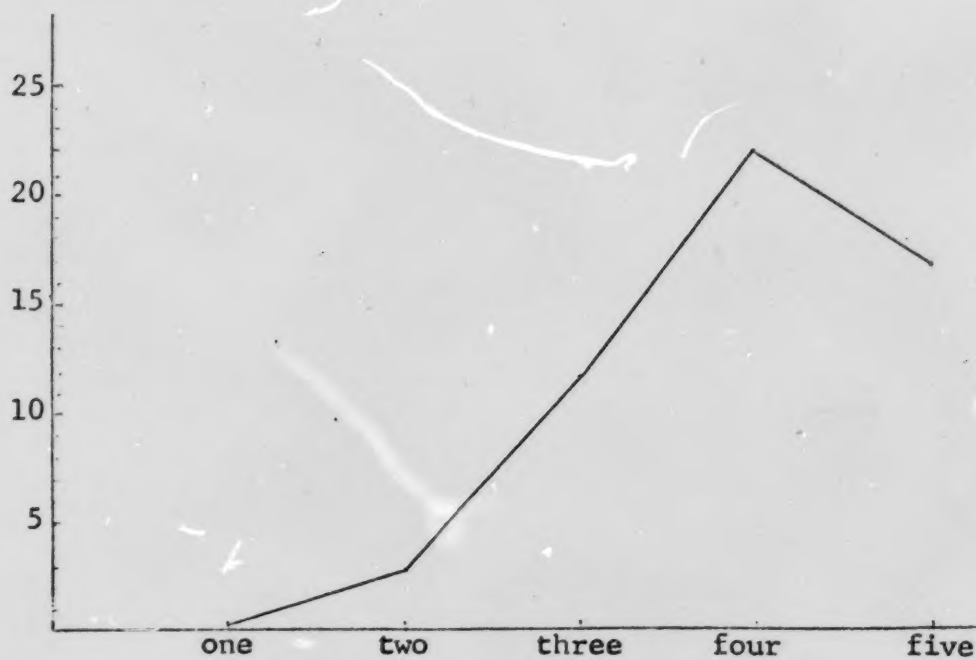


FIGURE 7. Primary response level at stage four.

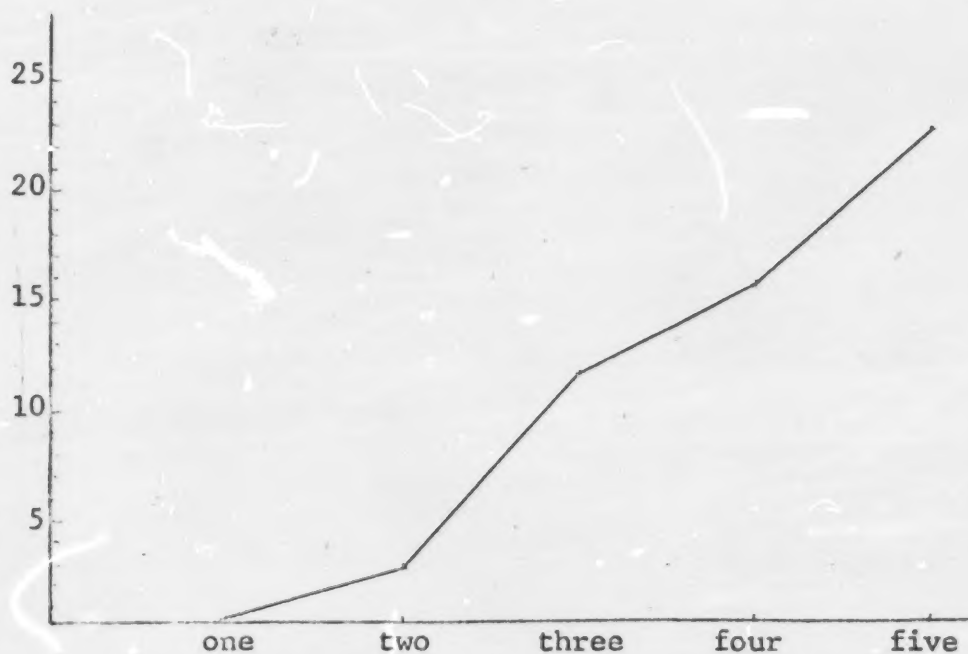


FIGURE 8. Primary response level at stage five.

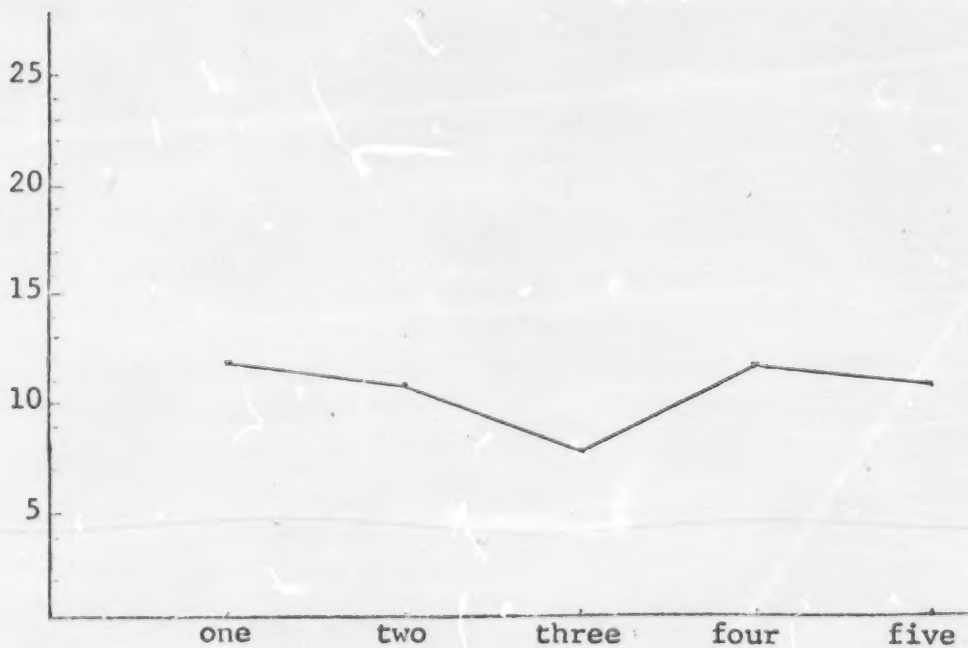


FIGURE 9. Items answered at random.

to the higher stage selections appears in the appendix. Use of this type of summative score to assess development is appropriate because the item selection does not represent a sampling of a content domain. The summation is a simpler mathematical condensation of the same choice data used for the scaling procedure, to determine between-stage distances. Between-stage distances and mean summations are monotonically related across groups.

The summation raw score permits use of a full range of interval level statistical methods for analyzing group moral development data. F is used by way of example in Table 4 to replicate generally accepted findings of significant age trend in moral development, and t is used in Table 5 to compare sex groupings with the usual result.

Short form. The short form (Appendix C) was

TABLE 4. Comparison of age groups on moral development using raw score.

Age	N	Mean	Std. dev.	f
11 - 18	133	32.13	5.94	
19 - 23	285	34.83	5.75	
24 - 30	235	35.50	5.76	
31 - 35	143	34.54	5.09	6.97***
36 - 40	107	34.12	6.46	
41 - 76	204	35.46	4.80	
*** p .001				

TABLE 5. Comparison of sex groupings on moral development using raw score.

Sex	N	Mean	Std. dev.	t
Female	600	34.59	5.90	.32
Male	507	34.73	5.82	

compiled from an alpha factor analysis of the data collected from administration of the long form. Information from independent use of this short form has not yet been compiled, and it is suggested that item descriptors, etc., for the appropriate items of the long form, as shown in Table 2, may apply. Rescoring of 1107 persons who responded to the long form on only those items appearing in the short form resulted in a correlation between forms, $r = .84$.

A scoring key for the short form has not been included, but can be prepared by the user from the long form key (Appendix D) by cross-referencing items to the long form item numbering information given in Table 2.

Reference Note

1. Sullivan, A. Scaling five stages of moral development.
Unpublished manuscript, Fordham University, 1978.

References

- Cronbach, L. Coefficient alpha and the internal structure of tests. Psychometrika, 1951, 16, 297-334.
- Guilford, J. P. Psychometric methods. New York: McGraw, 1936.
- Hartshorne, H., and May, M. A. Studies in the nature of character: studies in deceit; studies in service and self-control; studies in the organization of character. New York: Macmillan, 1930.
- Hogan, R. A dimension of moral judgment. Journal of Consulting and Clinical Psychology, 1970, 35, 2, 205-212.
- Hogan, R. Moral conduct and moral character. Psychological Bulletin, 1973, 79, 217-232.
- Kohlberg, L. The development of modes of moral thinking and choice in the ages ten to sixteen. Unpublished doctoral dissertation, University of Chicago, 1958.
- Kohlberg, L. Moral judgment interview; form A. Cambridge, Author, 1971.
- Kurtines, W., and Greif, E. B. The development of moral thought: review and evaluation of Kohlberg's approach. Psychological Bulletin, 1974, 81, 453-470.
- Lieberman, M. Estimation of a moral judgment level using items whose alternatives form a graded scale. Paper presented at the annual meeting of the American Educational Research Association, 1971. (ERIC Document Reproduction Service No. ED 048 341)
- Nunnally, J. C. Psychometric theory. New York: McGraw-Hill, 1967.
- Pittel, S. M., and Mendelsohn, G. A. Measurement of moral judgment: a review and a critique. Psychological Bulletin, 1966, 66, 22-35.
- Rest, J., Cooper, D., Coder, R., Masang, J., and Anderson, D. Judging the important issues in moral dilemmas -- an objective measure of development. Developmental Psychology, 1974, 10, 491-501.

Sharp, F. C. An objective study of some moral judgments.
American Journal of Psychology, 1898, 9, 198-234.

Thurstone, L. Stimulus dispersions in the method of constant stimuli. Journal of Experimental Psychology, 1932, 15, 284-297.

Thurstone, L. The law of comparative judgment. Psychological Review, 1927, 34, 273-286.

Torgerson, W. S. Theory and methods of scaling. New York: Wiley, 1967.

APPENDIX A
Ethical Reasoning Scale
(English)

ETHICAL REASONING SCALE

ARTHUR P. SULLIVAN
FORDHAM UNIVERSITY
LINCOLN CENTER
NEW YORK, NEW YORK

DIRECTIONS

This test contains three stories. Each is followed by a question, and answers to the question arranged in pairs. Select the better answer to the question in *each* pair, and darken the space for that choice on the answer sheet. Be sure to make a selection from each pair, even if you do not really agree with either answer.

1 In Europe a woman was near death from a special type of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to make. He paid \$200 for the radium and charged \$2000 for a small dose of the drug. The sick woman's husband, Heinz, went to everybody he knew to borrow the money, but he could only get together about \$1000 which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it."

Should Heinz steal the drug?

1. 1-No, Heinz should not take this matter into his own hands, but should refer it to the authorities.
2-No, Heinz could not expect his wife to do the same for him.
2. 1-Yes, Heinz' intention is good: any good husband would steal to save his wife's life.
2-Yes, the help and comfort his wife gives him makes it worth the risk.
3. 1-Yes, Heinz' intention is good: any good husband would steal to save his wife's life.
2-Yes, Heinz will suffer more from his wife's death than from a prison term.
4. 1-Yes, material things are to sustain life, so rights to material things end when a life is at stake.
2-Yes, the help and comfort his wife gives him makes it worth the risk.
5. 1-No, stealing brings punishment from God and from society.
2-No, this would be unjust, and living justly is more important than living.
6. 1-No, too much disorder would result if everyone stole things they urgently needed.
2-No, stealing brings punishment from God and from society.
7. 1-Yes, life is worth infinitely more than the druggist's profit.
2-Yes, the help and comfort his wife gives him makes it worth the risk.
8. 1-No, this would be unjust, and living justly is more important than living.
2-No, Heinz should not take the matter into his own hands, but should refer it to the authorities.
9. 1-Yes, material things are to sustain life, so rights to material things end when a life is at stake.
2-Yes, Heinz will suffer more from his wife's death than from a prison term.
10. 1-Yes, Heinz will suffer more from his wife's death than from a prison term.
2-Yes, life is worth infinitely more than the druggist's profit.
11. 1-Yes, life is worth infinitely more than the druggist's profit.
2-Yes, Heinz' intention is good: any good husband would steal to save his wife's life.
12. 1-No, this would be unjust, and living justly is more important than living.
2-No, Heinz could not expect his wife to do the same for him.
13. 1-Yes, Heinz' intention is good: any good husband would steal to save his wife's life.
2-Yes, material things are to sustain life, so rights to material things end when a life is at stake.
14. 1-Yes, life is worth infinitely more than the druggist's profit.
2-Yes, material things are to sustain life, so rights to material things end when a life is at stake.
15. 1-No, this would be unjust, and living justly is more important than living.
2-No, too much disorder would result if everyone stole things they urgently needed.
16. 1-No, too much disorder would result if everyone stole things they urgently needed.
2-No, Heinz could not expect his wife to do the same for him.
17. 1-No, stealing brings punishment from God and from society.
2-No, Heinz should not take the matter into his own hands, but should refer it to the authorities.

2 Joe is a fourteen year old boy who wanted to go to camp very much. His father promised him he could go if he saved up the money for it himself. So Joe worked hard at his paper route and saved up the \$40 it cost to go to camp and a little more besides. But just before camp was going to start, his father changed his mind. Some of his friends decided to go on a special fishing trip, and Joe's father was short of the money it would cost. So he told Joe to give him the money he had saved up from the paper route. Joe didn't want to give up going to camp, so he thought of refusing to give his father the money.

Should Joe refuse to give his father the money?

18. 1-No, a good son honors and obeys his father as far as he is able.
2-No, the father has made concessions to Joe's needs worth far more than \$40.
19. 1-Yes, to stop his father from acting this way.
2-Yes, to have a good father-son relationship they must respect each other as equal individuals.
20. 1-No, the father has made concessions to Joe's needs worth far more than \$40.
2-No, keeping the money or going to camp are not so important as a good father-son relationship.
21. 1-No, a good son honors and obeys his father as far as he is able.
2-No, keeping the money or going to camp are not so important as a good father-son relationship.
22. 1-No, keeping the money or going to camp are not so important as a good father-son relationship.
2-No, Joe should respect his father's authority and obey even if he feels the father somewhat unfair.
23. 1-Yes, Joe earned the money himself and it is his property.
2-Yes, being a father does not give him the right to break a promise.
24. 1-Yes, to have a good father-son relationship they must respect each other as equal individuals.
2-Yes, Joe earned the money himself and it is his property.
25. 1-No, Joe should respect his father's authority and obey even if he feels the father somewhat unfair.
2-No, a good son honors and obeys his father as far as he is able.
26. 1-No, keeping the money or going to camp are not so important as a good father-son relationship.
2-No, the refusal would bring certain punishment from the father.
27. 1-No, a good son honors and obeys his father as far as he is able.
2-No, the refusal would bring certain punishment from the father.
28. 1-Yes, the father is breaking a promise for a selfish reason and setting a bad example.
2-Yes, Joe earned the money himself and it is his property.
29. 1-No, the refusal would bring certain punishment from the father.
2-No, Joe should respect his father's authority and obey even if he feels the father somewhat unfair.
30. 1-Yes, being a father does not give him the right to break a promise.
2-Yes, to stop his father from acting this way.
31. 1-Yes, the father is breaking the promise for a selfish reason and setting a bad example.
2-Yes, to have a good father-son relationship they must respect each other as equal individuals.
32. 1-Yes, being a father does not give him the right to break a promise.
2-Yes, the father is breaking a promise for a selfish reason and setting a bad example.
33. 1-Yes, to have a good father-son relationship they must respect each other as equal individuals.
2-Yes, being a father does not give him the right to break a promise.
34. 1-No, the refusal would bring certain punishment from the father.
2-No, the father has made concessions to Joe's needs worth far more than \$40.
35. 1-Yes, the father is breaking a promise for a selfish reason and setting a bad example.
2-Yes, to stop his father from acting this way.
36. 1-No, Joe should respect his father's authority and obey even if he feels the father somewhat unfair.
2-No, the father has made concessions to Joe's needs worth far more than \$40.

3 Two young men, brothers, had gotten into serious trouble. They were secretly leaving town in a hurry and needed money. Karl, the older one, broke into a store and stole \$500. Bob, the younger one, went to a retired old man who was known to help people in town. Bob told the man that he was very sick and needed \$500 to pay for the operation. Really he was not sick at all, and he had no intention of paying the man back. Although the man didn't know Bob very well, he loaned him the money. So Bob and Karl skipped town, each with \$500.

Which is worse, stealing like Karl or cheating like Bob?

37. 1-Karl's stealing is worse because it is likely to result in imprisonment, which Bob's cheating is not.
2-Karl's stealing is worse because more is involved than just \$500; a store has been broken into and damaged.
38. 1-Karl's stealing is worse because more is involved than just \$500; a store has been broken into and damaged.
2-Karl's stealing is worse because the whole community must pay the cost of the theft in increased prices.
39. 1-Karl's stealing is worse because stealing from a store causes more disorder in society than cheating one person.
2-Karl's stealing is worse because property rights are a basic requirement for society.
40. 1-Bob's cheating is worse because Bob cannot expect to be believed and trusted again.
2-Bob's cheating is worse because it involves both stealing and lying and therefore deserves greater punishment.
41. 1-Bob's cheating is worse because it involves both stealing and lying and therefore deserves greater punishment.
2-Bob's cheating is worse because trust is a basic requirement for relationships among people.
42. 1-Karl's stealing is worse because property rights are a basic requirement for society.
2-Karl's stealing is worse because it is likely to result in imprisonment, which Bob's cheating is not.
43. 1-Bob's cheating is worse because it involves both stealing and lying and therefore deserves greater punishment.
2-Bob's cheating is worse because breaking a trust damages society more than stealing.
44. 1-Bob's cheating is worse because breaking a trust damages society more than stealing.
2-Bob's cheating is worse because it may stop the old man from lending money to people who are in need.
45. 1-Bob's cheating is worse because trust is a basic requirement for relationships among people.
2-Bob's cheating is worse because breaking a trust damages society more than stealing.
46. 1-Karl's stealing is worse because more is involved than just \$500; a store has been broken into and damaged.
- 2-Karl's stealing is worse because stealing from a store causes more disorder in society than cheating one person.
47. 1-Bob's cheating is worse because Bob cannot expect to be believed and trusted again.
2-Bob's cheating is worse because breaking a trust damages society more than stealing.
48. 1-Bob's cheating is worse because it involves both stealing and lying and therefore deserves greater punishment.
2-Bob's cheating is worse because it may stop the old man from lending money to people in need.
49. 1-Karl's stealing is worse because more is involved than just \$500; a store has been broken into and damaged.
2-Karl's stealing is worse because property rights are a basic requirement for society.
50. 1-Bob's cheating is worse because Bob cannot expect to be believed and trusted again.
2-Bob's cheating is worse because trust is a basic requirement for relationships among people.
51. 1-Bob's cheating is worse because trust is a basic requirement for relationships among people.
2-Bob's cheating is worse because it may stop the old man from lending money to people who are in need.
52. 1-Karl's cheating is worse because the whole community must pay the cost of the theft in increased prices.
2-Karl's stealing is worse because it is likely to result in imprisonment, which Bob's cheating is not.
53. 1-Bob's cheating is worse because Bob cannot expect to be believed and trusted again.
2-Bob's cheating is worse because it may stop the old man from lending money to people who are in need.
54. 1-Karl's stealing is worse because it is likely to result in imprisonment, which Bob's cheating is not.
2-Karl's stealing is worse because stealing from a store causes more disorder in society than cheating one person.

ethictst

a	1	2
b	1	2
c	1	2
d	1	2

NAME _____ AGE _____

SEX _____ GRP _____ RAW _____

1 _____

2 _____

3 _____

4 _____

5 _____

1

- 1. 1 2
- 2. 1 2
- 3. 1 2
- 4. 1 2
- 5. 1 2
- 6. 1 2
- 7. 1 2
- 8. 1 2
- 9. 1 2
- 10. 1 2
- 11. 1 2
- 12. 1 2
- 13. 1 2
- 14. 1 2
- 15. 1 2
- 16. 1 2
- 17. 1 2

2

- 18. 1 2
- 19. 1 2
- 20. 1 2
- 21. 1 2
- 22. 1 2
- 23. 1 2
- 24. 1 2
- 25. 1 2
- 26. 1 2
- 27. 1 2
- 28. 1 2
- 29. 1 2
- 30. 1 2
- 31. 1 2
- 32. 1 2
- 33. 1 2
- 34. 1 2
- 35. 1 2
- 36. 1 2

3

- 37. 1 2
- 38. 1 2
- 39. 1 2
- 40. 1 2
- 41. 1 2
- 42. 1 2
- 43. 1 2
- 44. 1 2
- 45. 1 2
- 46. 1 2
- 47. 1 2
- 48. 1 2
- 49. 1 2
- 50. 1 2
- 51. 1 2
- 52. 1 2
- 53. 1 2
- 54. 1 2

APPENDIX B

Ethical Reasoning Scale

(Spanish)

BASCULA DE RAZONAMIENTO ETICO

ARTHUR P. SULLIVAN
FORDHAM UNIVERSITY
LINCOLN CENTER
NEW YORK, NEW YORK

Traducido del Ingles por
Pura Narváez de Justiniano

DIRECCIONES

Este examen contiene tres cuentos. Cada uno es seguido por una pregunta, y por varias repuestas a cada pregunta, arregladas en pares. Elija la mejor contestación en cada par y obscurezca el espacio apropiado de su repuesta en la hoja de contestaciones. Asegúrese de hacer una selección en cada par aunque no esté de acuerdo con ambas repuestas.

1 Una mujer estaba cerca de la muerte en Europa, de un cancer de tipo singular. Había una droga que los médicos pensaban pudiera salvarla. Era en forma de radium que un en el mismo pueblo había descubierto recientemente. La droga era costosa para producir, pero el cobraba diez veces lo que le costaba hacerla. El pagó \$200.00 por el radium y cobraba \$2,000 por una dosis. Heinz, el esposo de la mujer enferma, fue a donde todas las personas que el conocía para pedir prestado el dinero, pero lo único que pudo reunir no fue más de \$1,000. El le dijo al que su esposa moría y le pidió que le vendiera la droga más barata, o que lo dejara pagarle más tarde. Pero el farmacéutico le respondió, "No, yo descubrí la droga y voy a hacer dinero con ella".

¿ Debe Heinz robar la droga?

1. 1-No, Heinz no debe tomar la justicia por su mano, per debe referirles el caso a las autoridades.
- 2-No, Heinz no puede esperar que su esposa haga lo mismo por él.
2. 1-Sí, Heinz tiene buena intención, cualquier esposo bueno robaría para salvar la vida de su esposa.
- 2-Sí, la ayuda y consuelo que su esposa le da vale correr el riesgo.
3. 1-Sí, Heinz tiene buena intención, cualquier esposo bueno robaría para salvar la vida de su esposa.
- 2-Sí, Heinz sufriría más por la muerte de su esposa que por un encarcelamiento.
4. 1-Sí, las cosas materiales son para mantener la vida, luego el derecho a las cosas materiales acaba cuando una vida está en peligro.
- 2-Sí, la ayuda y consuelo que su esposa le da vale correr el riesgo.
5. 1-No, el robar trae castigo de Dios y de la sociedad.
- 2-No, esto sería injusto y una vida recta es más importante que solamente vivir.
6. 1-No, demasiado desorden resultaría si todo el mundo robara las cosas que necesitara con urgencia.
- 2-No, el robar trae castigo de Dios y de la sociedad.
7. 1-Sí, la vida definitivamente tiene más valor que las ganancias del farmacéutico.
- 2-Sí, la ayuda y consuelo que su esposa le da vale correr el riesgo.
8. 1-No, eso sería injusto y una vida recta es más importante que solamente vivir.
- 2-No, Heinz no debe tomar la justicia por su mano, pero debe referirles el caso a las autoridades.
9. 1-Sí, las cosas materiales son para mantener la vida, luego el derecho a las cosas materiales acaba cuando una vida esta en peligro.
- 2-Sí, Heinz sufriría más por la muerte de su esposa que por un encarcelamiento.
10. 1-Sí, Heinz sufriría más por la muerte de su esposa que por un encarcelamiento.
- 2-Sí, la vida definitivamente tiene más valor que las ganancias del farmacéutico.
11. 1-Sí, la vida definitivamente tiene más valor que las ganancias del farmacéutico.
- 2-Sí, Heinz tiene buena intención, cualquier esposo bueno robaría para salvar la vida de su esposa.
12. 1-No, esto sería injusto y una vida recta es más importante que solamente vivir.
- 2-No, Heinz no puede esperar que su esposa haga lo mismo por él.
13. 1-Sí, Heinz tiene buena intención, cualquier esposo bueno robaría para salvar la vida de su esposa.
- 2-Sí, las cosas materiales son para mantener la vida, luego el derecho a las cosas materiales acaba cuando una vida está en peligro.
14. 1-Sí, la vida definitivamente tiene más valor que las ganancias del farmacéutico.
- 2-Sí, las cosas materiales son para mantener la vida, luego el derecho a las cosas materiales acaba cuando una vida está en peligro.
15. 1-No, esto sería injusto y una vida recta es más importante que solamente vivir.
- 2-No, demasiado desorden resultaría si todo el mundo robara las cosas que necesitara con urgencia.
16. 1-No, demasiado desorden resultaría si todo el mundo robara las cosas que necesitara con urgencia.
- 2-No, Heinz no puede esperar que su esposa haga lo mismo por él.
17. 1-No, el robar trae castigo de Dios y de la sociedad.
- 2-No, Heinz no debe tomar la justicia por su mano, pero debe referirles el caso a las autoridades.

2 Joe es un muchacho de catorce años que deseaba muchísimo ir al campo. Su padre le prometió que podría ir si él ahorrraba todo el dinero para él mismo. Así que Joe trabajó duro en su ruta de periódicos y ahorró los cuarenta dólares necesarios para ir al campo y hasta un poco más. Pero un poco antes de su padre se arrepintió. Algunos amigos decidieron ir en un viaje especial de pesca y el padre de Joe carecía de suficiente dinero para cubrir el costo del viaje. Así que le dijo a Joe que le diera el dinero que había ahorrado. Joe no quería abandonar el viaje al campo, así que pensó negarse a darle el dinero a su padre.

¿Debe Joe negarse a darle el dinero a su padre?

18. 1-No, un hijo bueno honra y obedece a su padre lo más que pueda.
2-No, el padre ha hecho concesiones a las necesidades de Joe de valor de más de cuarenta dólares.
19. 1-Sí, para que su padre no siga portándose de esta manera.
2-Sí, para tener una relación buena entre padre e hijo, deben respetarse el uno al otro como iguales.
20. 1-No, el padre ha hecho concesiones a las necesidades de Joe por valor de más de cuarenta dólares.
2-No, retener el dinero o ir al campo no son tan importantes como una buena relación entre padre e hijo.
21. 1-No, un hijo bueno honra y obedece a su padre lo más que pueda.
2-No, retener el dinero o ir al campo no son tan importantes como una buena relación entre padre e hijo.
22. 1-No, retener el dinero o ir al campo no son tan importantes como una buena relación entre padre e hijo.
2-No, Joe debe respetar la autoridad de su padre y obedecerlo aunque sienta que su padre es injusto.
23. 1-Sí, Joe se ganó el dinero y es su propiedad.
2-Sí, ser un padre no le da derecho a faltar a su palabra.
24. 1-Sí, para tener una relación buena entre padre e hijo, deben respetarse el uno al otro como iguales.
2-Sí, Joe se ganó el dinero y es su propiedad.
25. 1-No, debe respetar la autoridad de su padre y obedecerlo aunque sienta que su padre es injusto.
2-No, un hijo bueno honra y obedece a su padre lo más que pueda.
26. 1-No, retener el dinero o ir al campo no son tan importantes como una buena relación entre padre e hijo.
2-No, negarse le acarrearía un castigo de su padre.
27. 1-No, un hijo bueno honra y obedece a su padre lo más que pueda.
2-No, negarse traerá castigo del padre.
28. 1 Sí, el padre ha faltado a su palabra por una razón egoísta, dando mal ejemplo.
2-Sí, Joe se ganó el dinero y es su propiedad.
29. 1-No, negarse le acarrearía un castigo de su padre.
2-No, Joe debe respetar la autoridad de su padre y obedecer lo aunque sienta que su padre es injusto.
30. 1-Sí, ser padre no le da derecho a faltar a su palabra.
2-Sí, para que su padre no siga portándose de esta manera.
31. 1-Sí, el padre ha faltado a su palabra por una razón egoísta, dando mal ejemplo.
2-Sí, para tener una relación buena entre padre e hijo, deben respetarse el uno al otro como iguales.
32. 1-Sí, ser un padre no le da derecho a faltar a su palabra.
2-Sí, el padre ha faltado a su palabra por una razón egoísta, dando mal ejemplo.
33. 1-Sí, para tener una relación buena entre padre e hijo, deben respetarse el uno al otro como iguales.
2-Sí, ser un padre no le da derecho a faltar a su palabra.
34. 1-No, negarse le acarrearía un castigo de su padre.
2-No, el padre ha hecho concesiones a las necesidades de Joe por valor de más de cuarenta dólares.
35. 1-Sí, el padre ha faltado a su palabra por una razón egoísta, dando mal ejemplo.
2-Sí, para que su padre no siga portándose de esta manera.
36. 1-No, Joe debe respetar la autoridad de su padre y obedecerlo aunque sienta que su padre es injusto.
2-No, el padre ha hecho concesiones a las necesidades de Joe por valor de más de cuarenta dólares.

3 Dos jóvenes, hermanos, se habían metido en una dificultad seria. Secretamente iban a salir del pueblo de prisa y necesitaban dinero. Karl, el mayor, forzó la entrada en una tienda y se robó quinientos. Bob, el más joven, fue a donde un anciano jubilado que ayudaba a la gente. Bob le dijo al hombre que estaba muy enfermo y le hacían falta unos quinientos dólares para pagar por una operación. En verdad, él no estaba enfermo, y no tenía intención de devolverle el dinero al hombre. Aunque, el hombre no conocía a Bob muy bien, le prestó el dinero. Así que Bob y Karl salieron al escape, cada uno con quinientos dólares.

¿Qué es peor, robar como Karl, o engañar como Bob?

37. 1-El robo de Karl es peor, porque probablemente resultará en encarcelamiento, mientras el engaño de Bob, solo resultará en el enojo del anciano.
2-El robo de Karl es peor, porque implica más que los quinientos dólares: una tienda ha sido forzada y dañada.
38. 1-El robo de Karl es peor porque es más complicado que solamente los quinientos dólares: una tienda ha sido forzada y dañada.
2-El robo de Karl es peor porque la comunidad entera pagará el costo del hurto en aumentos de precios.
39. 1-El robo de Karl es peor porque el robar de la tienda produce más desorden en la sociedad que engañar a una persona.
2-El robo de Karl es peor porque respetar los derechos de propiedad es un requerimiento fundamental de la sociedad.
40. 1-No, el engaño de Bob es peor, porque jamás podrá esperar que le crean o confíen en él otra vez.
2-El engaño de Bob es peor porque incluye robar y mentir; por lo tanto, merece un castigo más mayor.
41. 1-El engaño de Bob es peor porque incluye robar y mentir; por lo tanto, merece un castigo más mayor.
2-El engaño de Bob es peor porque la confianza es un requisito básico en las relaciones entre la gente.
42. 1-El robo de Karl es peor porque respetar el derecho de propiedad es un requisito fundamental de la sociedad.
2-El robo de Karl es peor porque probablemente resultará en encarcelamiento, mientras el engaño de Bob, solo resultará en el enojo del anciano.
43. 1-El engaño de Bob es peor porque incluye robar y mentir por lo tanto merece un castigo mayor.
2-El engaño de Bob es peor porque la pérdida de confianza hace más daño a la sociedad entera que robar.
44. 1-El engaño de Bob es peor porque la pérdida de confianza hace más daño a la sociedad entera que robar.
2-El engaño de Bob es peor porque puede que el anciano deje de prestar le dinero a la gente que lo necesita.
45. 1-El engaño de Bob es peor porque la confianza es un requisito básico en las relaciones entre la gente.
2-El engaño de Bob es peor porque destruir la confianza hace más daño a la sociedad entera que robar.
46. 1-El robo de Karl es peor porque implica más complicado que solamente los quinientos dólares: una tienda ha sido forzada y dañada.
2-El robo de Karl es peor porque el robar de la tienda produce más desorden en la sociedad que el engañar una persona.
47. 1-El engaño de Bob es peor porque Bob jamás podrá esperar que le crean o confíen en él otra vez.
2-El engaño de Bob es peor porque destruir la confianza hace más daño a la sociedad entera que robar.
48. 1-El engaño de Bob es peor porque incluye robar y mentir; por lo tanto, merece castigo más mayor.
2-El engaño de Bob es peor porque puede que el anciano deje de prestar le dinero a la gente que lo necesita.
49. 1-El robo de Karl es peor porque implica más que solamente los quinientos dólares: una tienda ha sido forzada y dañada.
2-El robo de Karl es peor porque respetar el derecho de propiedad es un requisito fundamental de la sociedad.
50. 1-El engaño de Bob es peor porque Bob jamás puede esperar que le crean confíen en él otra vez.
2-El engaño de Bob es peor porque la confianza es un requisito básico en las relaciones entre la gente.
51. 1-El engaño de Bob es peor porque la confianza es un requisito básico en las relaciones entre la gente.
2-El engaño de Bob es peor porque puede que el anciano deje de prestar le dinero a la gente que lo necesita.
52. 1-El robo de Karl es peor porque la comunidad entera pagará el costo del hurto en aumentos de precios.
2-El robo de Karl es peor porque probablemente resultará en encarcelamiento, mientras el engaño de Bob, solo resultará en el enojo del anciano.
53. 1-El engaño de Bob es peor porque Bob jamás puede esperar que le crean o confíen en él otra vez.
2-El engaño de Bob es peor porque puede que el anciano deje de prestar le dinero a la gente que lo necesita.
54. 1-El robo de Karl es peor porque probablemente resultará en encarcelamiento, mientras el engaño de Bob, solo resultará en el enojo del anciano.
2-El robo de Karl es peor porque el robar de la tienda produce más desorden en la sociedad que el engañar una persona.

ethictst

NAME _____ AGE _____

SEX _____ GRP _____ RAW: _____

1 _____

2 _____

3 _____

4 _____

5 _____

a		2
b	1	
c	1	
d		2

1

1. 1 2
2. 1 2
3. 1 2
4. 1 2
5. 1 2
6. 1 2
7. 1 2
8. 1 2
9. 1 2
10. 1 2
11. 1 2
12. 1 2
13. 1 2
14. 1 2
15. 1 2
16. 1 2
17. 1 2

2

18. 1 2
19. 1 2
20. 1 2
21. 1 2
22. 1 2
23. 1 2
24. 1 2
25. 1 2
26. 1 2
27. 1 2
28. 1 2
29. 1 2
30. 1 2
31. 1 2
32. 1 2
33. 1 2
34. 1 2
35. 1 2
36. 1 2

3

37. 1 2
38. 1 2
39. 1 2
40. 1 2
41. 1 2
42. 1 2
43. 1 2
44. 1 2
45. 1 2
46. 1 2
47. 1 2
48. 1 2
49. 1 2
50. 1 2
51. 1 2
52. 1 2
53. 1 2
54. 1 2

APPENDIX C

Ethical Reasoning Scale

(Short form)

1 In Europe a woman was near death from a special type of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to make. He paid \$200 for the radium and charged \$2000 for a small dose of the drug. The sick woman's husband, Heinz, went to everybody he knew to borrow the money, but he could only get together about \$1000 which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it."

Should Heinz steal the drug?

1. 1-No, Heinz should not take this matter into his own hands, but should refer it to the authorities.
2-No, Heinz could not expect his wife to do the same for him.
2. 1-Yes, Heinz' intention is good: any good husband would steal to save his wife's life.
2-Yes, the help and comfort his wife gives him makes it worth the risk.
3. 1-Yes, Heinz' intention is good: any good husband would steal to save his wife's life.
2-Yes, Heinz will suffer more from his wife's death than from a prison term.
4. 1-Yes, material things are to sustain life, so rights to material things end when a life is at stake.
2-Yes, the help and comfort his wife gives him makes it worth the risk.
5. 1-No, stealing brings punishment from God and from society.
2-No, this would be unjust, and living justly is more important than living.
6. 1-No, too much disorder would result if everyone stole things they urgently needed.
2-No, Heinz could not expect his wife to do the same for him.
7. 1-Yes, life is worth infinitely more than the druggist's profit.
2-Yes, the help and comfort his wife gives him makes it worth the risk.
8. 1-No, stealing brings punishment from God and from society.
2-No, Heinz should not take the matter into his own hands, but should refer it to the authorities.
9. 1-Yes, material things are to sustain life, so rights to material things end when a life is at stake.
2-Yes, Heinz will suffer more from his wife's death than from a prison term.
10. 1-Yes, Heinz will suffer more from his wife's death than from a prison term.
2-Yes, life is worth infinitely more than the druggist's profit.
11. 1-Yes, life is worth infinitely more than the druggist's profit.
2-Yes, Heinz' intention is good: any good husband would steal to save his wife's life.
12. 1-No, this would be unjust, and living justly is more important than living.
2-No, Heinz could not expect his wife to do the same for him.

2 promised him he could go if he saved up the money for it himself. So Joe worked hard at his paper route and saved up the \$40 it cost to go to camp and a little more besides. But just before camp was going to start, his father changed his mind. Some of his friends decided to go on a special fishing trip, and Joe's father was short of the money it would cost. So he told Joe to give him the money he had saved up from the paper route. Joe didn't want to give up going to camp, so he thought of refusing to give his father the money.

Should Joe refuse to give his father the money?

13. 1-No, the refusal would bring certain punishment from the father.
2-No, Joe should respect his father's authority and obey even if he feels the father somewhat unfair.
14. 1-Yes, being a father does not give him the right to break a promise.
2-Yes, to stop his father from acting this way.
15. 1-Yes, the father is breaking the promise for a selfish reason and setting a bad example.
2-Yes, to have a good father-son relationship they must respect each other as equal individuals.
16. 1-No, Joe should respect his father's authority and obey even if he feels the father somewhat unfair.
2-No, the father has made concessions to Joe's needs worth far more than \$40.
17. 1-Yes, the father is breaking a promise for a selfish reason and setting a bad example.
2-Yes, Joe earned the money himself and it is his property.
18. 1-No, a good son honors and obeys his father as far as he is able.
2-No, the father has made concessions to Joe's needs worth far more than \$40.
19. 1-Yes, to stop his father from acting this way.
2-Yes, to have a good father-son relationship they must respect each other as equal individuals.
20. 1-No, the father has made concessions to Joe's needs worth far more than \$40.
2-No, keeping the money or going to camp are not so important as a good father-son relationship.
21. 1-Yes, to have a good father-son relationship they must respect each other as equal individuals.
2-Yes, being a father does not give him the right to break a promise.
22. 1-No, the refusal would bring certain punishment from the father.
2-No, the father has made concessions to Joe's needs worth far more than \$40.
23. 1-Yes, Joe earned the money himself and it is his property.
2-Yes, being a father does not give him the right to break a promise.
24. 1-Yes, to have a good father-son relationship they must respect each other as equal individuals.
2-Yes, Joe earned the money himself and it is his property.
25. 1-Yes, the father is breaking a promise for a selfish reason and setting a bad example.
2-Yes, to stop his father from acting this way.
26. 1-No, keeping the money or going to camp are not so important as a good father-son relationship.
2-No, the refusal would bring certain punishment from the father.
27. 1-No, a good son honors and obeys his father as far as he is able.
2-No, the refusal would bring certain punishment from the father.

APPENDIX D
Scoring Keys

SCORING KEY

RAW SCORE (GROUP)

"1" responses on items: 1,2,3,4,6,7,8,9,11,12,15,16;
18,22,24,25,26,27,28,30,32,
plus 33,35,36;
40,42,44,45,51,52.
"2" responses on items: 5,10,13,14,17;
19,20,21,23,29,31,34;
37,38,39,41,43,46,47,48,49,
50,53,54.

PROFILE SCORE (INDIVIDUAL)

one "1" responses on items: 5,10,17,19,29,34,37,41,43,
plus 48,54.
"2" responses on items: 3,6,9,26,27,30,35,40,42,52.

two "1" responses on items: 20,23,38,40,46,47,49,50,53.
plus
"2" responses on items: 1,2,4,7,12,16,18,24,28,34,
36,37.

three "1" responses on items: 2,3,6,13,16,18,21,27,28,31,
plus 35,52.
"2" responses on items: 11,15,25,32,38,44,48,51,
53.

four "1" responses on items: 1,7,11,14,25,30,32,36,39,
plus 44.
"2" responses on items: 8,10,17,22,23,29,33,43,45,
46,47,54.

five "1" responses on items: 4,8,9,12,15,22,24,26,33,
plus 42,45,51.
"2" responses on items: 5,13,14,19,20,21,31,39,41,
49,50.

APPENDIX E
Form of Answer Sheet

ethictst

a	1	2
b	1	2
c	1	2
d	1	2

NAME _____ AGE _____

SEX _____ GRP _____ RAW _____

1 _____

2 _____

3 _____

4 _____

5 _____

1

1. 1 2
2. 1 2
3. 1 2
4. 1 2
5. 1 2
6. 1 2
7. 1 2
8. 1 2
9. 1 2
10. 1 2
11. 1 2
12. 1 2
13. 1 2
14. 1 2
15. 1 2
16. 1 2
17. 1 2

2

18. 1 2
19. 1 2
20. 1 2
21. 1 2
22. 1 2
23. 1 2
24. 1 2
25. 1 2
26. 1 2
27. 1 2
28. 1 2
29. 1 2
30. 1 2
31. 1 2
32. 1 2
33. 1 2
34. 1 2
35. 1 2
36. 1 2

3

37. 1 2
38. 1 2
39. 1 2
40. 1 2
41. 1 2
42. 1 2
43. 1 2
44. 1 2
45. 1 2
46. 1 2
47. 1 2
48. 1 2
49. 1 2
50. 1 2
51. 1 2
52. 1 2
53. 1 2
54. 1 2